

A photograph of three young children in a computer lab. They are all wearing large, blue and black headphones with microphones. The child in the foreground on the right is a young girl with a bright yellow shirt, smiling and waving her hand. The child in the middle is a girl with long dark hair, also smiling. The child in the background is partially visible. They are sitting at desks with computer monitors and keyboards. The background shows bookshelves filled with books.

**THE PROMISE
OF PARTNERSHIP**
Aligning Action for Results

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A CALL TO ACTION

Every day, business and government institutions, educators, faith groups, nonprofits, volunteers, students, and parents are working to build stronger education, health, and family support systems to ensure our state's continued growth.

The Promise Partnership Regional Council was formed to align systems, resources, and community efforts around bold, shared goals that no single organization or sector can achieve alone. We are guided by the goal that **all children, regardless of their circumstances, are healthy, successful in school through college, and ultimately have a career that provides financial stability for themselves and their families.**

We – the members of the Promise Partnership Regional Council – wrote this report to highlight how we are aligning resources to achieve results for Utah's children. We want this report to:

1. Draw attention to some of the key educational challenges that we face as a state.
2. Publicly declare the goals and measures for which we all share accountability.
3. Demonstrate a powerful and different way of working together to achieve results.
4. Invite you to join in this effort to create a brighter future for all Utahns.

While the work of Promise Partners at the community and school levels has been going on since 2011, we call this a baseline report because it represents the first year of our work.

Together with numerous other coalitions across the nation, we are using the principles of Collective Impact to tackle old problems in new ways. By combining data, community expertise, and collaboration, every child in our community can have opportunities to succeed in school and in life, and build a stronger community for years to come.

Sincerely,



Dr. Martin Bates

Superintendent
Granite School District

Co-Chair
Promise Partnership Regional Council



Mark Bouchard

Senior Managing Director
CBRE

Co-Chair
Promise Partnership Regional Council



Every child in our community can have opportunities to succeed in school and in life, and we can build a stronger community for years to come.

WHY WE MUST WORK TOGETHER DIFFERENTLY

Whole Community Accountability and Collective Impact

There is no shortage of individuals, programs and organizations working to improve the health, financial stability, and educational success of children and families in our communities. The human and financial investment in these efforts is enormous - both in terms of private philanthropy and in terms of public expenditure, although this does not guarantee that investment is sufficient. We must acknowledge that, as a society, we still have a long way to go to achieve the results we expect, and that some of our most serious challenges have gotten worse despite significant, well-meaning attempts to find solutions.

Though there are many efforts to bring organizations and systems together, we also recognize that the world we operate in remains largely driven by the isolated actions of independent organizations and systems. Accountability for results largely focuses on individuals and programs rather than entire populations and communities. In 2011, the Stanford Social Innovation Review published research findings that build off a somewhat obvious but little acknowledged reality – that complex social problems cannot be solved by single programs, organizations or even sectors alone – and our traditional partnerships and collaboratives are insufficient to overcome this complexity without a new and more rigorous way of working together. They call this “Collective Impact.”¹

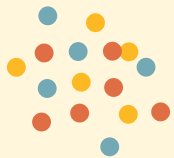
As leaders of some of Utah’s most influential systems, we have committed to this new way of working together. Our goal is every child’s success; in other

words, we are committed to results for entire communities. We are pursuing lasting social change on some of the toughest challenges we face, including poverty, poor health, and lagging educational achievement. Using the Collective Impact framework, we have committed to:

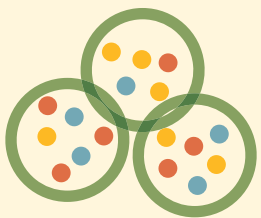
1. Share accountability to seven shared results, and to achieve them for every child in our partnership.
2. Use data as a “flashlight” rather than a “hammer” to engage in a process of data-driven decision making and continuous improvement.
3. Align our resources, efforts, systems, policies, and programs into mutually-reinforcing strategies that impact all children.
4. Work together in an environment of trust and open communication that seeks to put results for children at the center of our work.

¹ Collective Impact. Kania and Kramer (Stanford Social Innovation Review, Winter 2011)

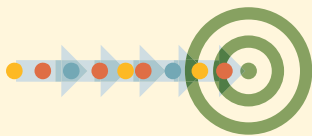
ISOLATED IMPACT



TRADITIONAL COLLABORATION



COLLECTIVE IMPACT



Complex social problems cannot be solved by single programs, organizations or even sectors alone.





“Despite spending vast amounts of money, and helping to create the world’s largest nonprofit sector, philanthropists have fallen short of solving the world’s most pressing problems.”

Mark Kramer and John Kania,
“Catalytic Philanthropy,”
2009 Stanford Social
Innovation Review

3 
SCHOOL DISTRICTS

5 
STATE SYSTEMS


5 
HIGHER EDUCATION
INSTITUTIONS

6 
COMMUNITIES

50+ 
BUSINESSES AND
PHILANTHROPISTS

100+ 
COMMUNITY ORGANIZATIONS


1000s
OF VOLUNTEERS


294,000
STUDENTS

WHAT IS A PROMISE PARTNERSHIP?

A group of education, community, and business leaders are working together using the Collective Impact framework. Together we are the Promise Partnership Regional Council (PPRC). Promise Partnerships currently exist in Salt Lake, Davis, and Summit Counties.

In its broadest form - the aligned actions of the PPRC will impact approximately 294,000 students ages 0-25 (102,000 of whom live in poverty) in Granite, Davis and Park City School Districts. The PPRC has organized six regional, cross-sector collaborative action networks focused on specific results – kindergarten readiness, early grade literacy, college access, school mobility, behavioral health, and workforce attachment for youth who are not in school.

In addition, the PPRC supports the locally organized collaborative action of six communities representing five high schools (and the junior high and elementary schools that feed into them) and a charter school.

Within these communities, dozens of nonprofit and community organizations, businesses, faith groups, and civic groups organize their efforts within 19 community schools and neighborhood centers. It is here and within the nearly 200 other schools serving the children of these Promise Partnerships where the magic of dedicated teachers, parents, nonprofit staff, volunteers and students working in a focused, data-driven and aligned way achieves amazing results.



In its broadest form - the aligned actions of the PPRC will impact approximately 294,000 students ages 0-25 (102,000 of whom live in poverty) in Granite, Davis and Park City School Districts.

PROMISE PARTNERSHIP REGIONAL COUNCIL

As of April 2, 2015

COMMUNITY



Deborah S. Bayle
President and CEO, United Way of Salt Lake

Allyson Bell
Executive Director, Prosperity2020

Chris E. Bray
Executive Director, Utah Nonprofits Association

H. David Burton
Chair, Intergenerational Poverty Commission

Dr. Ann Millner
Senator, Utah State; EducationFirst

Steven Peterson
Managing Director, Welfare Department, LDS Church

HIGHER EDUCATION



Dr. Denece Huftalin
President, Salt Lake Community College

Dr. David L. Buhler
Commissioner, Utah System of Higher Education

Dr. Robert Brems
President, Utah College of Applied Technology

Dr. Brian Levin-Stankevich
President, Westminster College

Sr. Vice Provost, Ronda Rudd Menlove
Utah State University, Utah State Representative

Dr. Sandi Pershing
Assistant VP, Continuing Education, University of Utah

BUSINESS



Allen Alexander
Chairman and CEO, Savage

Mark Bouchard
Senior Managing Director, CBRE

Kem Gardner
Chairman, Gardner Company

Dave Golden
Executive VP, Wells Fargo

David Huntsman
VP, Huntsman Corporation

Ron Jibson
Chairman, President and CEO, Questar Corporation

LeeAnne Linderman
Executive VP, Zions Bank

John Milliken
President, Milcom, Inc.

Nathan Savage
Senior VP, Savage

Scott Ulbrich
Financial Advisor, Robert W. Baird

Mike Weinholtz
Executive Chairman, CHG Healthcare Services, Inc.

STATE GOVERNMENT



Tami Pyfer
Education Advisor, Governor Gary Herbert

Dr. David Patton
Executive Director, Utah Department of Health

Jon Pierpont
Executive Director, Department of Workforce Services

Ann Williamson
Executive Director, Department of Human Services

PRE K-12 EDUCATION



Dr. Martin Bates
Superintendent, Granite School District

Pamela Park
Assistant Superintendent, Davis School District

Moe Hickey
Chairman, Park City School District

Dr. Ember Conley
Superintendent, Park City School District

Brad C. Smith
State Superintendent of Public Instruction, Utah State Office of Education

PHILANTHROPIC



Jay Francis
Executive VP, Corporate Affairs & Miller Family Philanthropy, Larry H. Miller Group of Companies

Kathie Miller
Trustee, The Mark and Kathie Miller Foundation

Mark Miller
Trustee, The Mark and Kathie Miller Foundation

Kristin Todd
Senior VP, Scholarship Program, Daniels Fund

CIVIC



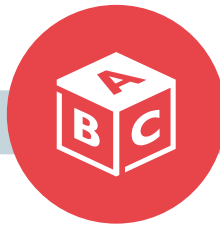
Benjamin McAdams
Mayor, Salt Lake County

Cherie Wood
Mayor, City of South Salt Lake

OUR GOALS AND ROADMAP TO SUCCESS

The Promise Partnership Roadmap starts with the State's key goals for education and adds health and financial stability goals to ensure that children are able to achieve their full potentials. The Roadmap is aligned with several other plans, including Prosperity 2020, EducationFirst's Prosperity Through Education, the work of the Legislature's Education Task Force, the Governor's Education Excellence Commission, the Governor's PACE School Report Card, Utah State Office of Education's Utah Comprehensive Accountability System, and the Office of the Commissioner of Higher Education's HigherEdUtah2020.

The Promise Partnership Roadmap starts with the State's key goals for education and adds health and financial stability goals to ensure that children are able to achieve their full potentials.



CHILDREN ARE KINDERGARTEN READY

Why it matters: When children enter kindergarten with the foundational skills to succeed in school, they are more likely to stay on grade level through third grade. Research also shows that at-risk children who enter kindergarten ready to learn use special education services at significantly reduced rates, resulting in cost savings to the state and federal government.



STUDENTS ARE PROFICIENT IN READING IN 3RD GRADE

Why it matters: When students read on grade level by the end of third grade, they are more likely to stay on grade level in reading and in other subjects. Third grade reading proficiency is also a strong predictor of whether a child will graduate from high school and continue with college.



THE BUILDING BLOCKS FOR SUCCESS



CHILDREN AND FAMILIES ARE HEALTHY

Why it matters: Children who have access to affordable health insurance and regular healthcare – including dental and mental health services – throughout their lifetime are more likely to attend school regularly and be able to focus. In turn, healthy adults are better able to support the children in their lives.



STUDENTS ARE PROFICIENT IN MATH IN 8TH GRADE

Why it matters: Eighth grade is a critical year for students as they prepare to begin their high school careers. Proficiency in middle school math is an important predictor of high school achievement, college completion, and preparedness for the workforce.



STUDENTS GRADUATE FROM HIGH SCHOOL COLLEGE AND CAREER READY

Why it matters: High school dropouts earn less than their peers who earn a diploma. Moreover, dropouts are more likely to apply for and receive public assistance than graduates of high school. Finally, high school dropouts comprise a disproportionate percentage of the nation's prison and death row inmates.



STUDENTS COMPLETE COLLEGE 1-year certificate to 4-year degree

Why it matters: By 2020, more than 60% of jobs will require some form of college, whether a one-year industry-recognized credential or two- or four-year degree. College graduates live longer, lead healthier more stable lives, and tend to give back more to their communities than those with only a high school diploma.



CHILDREN AND FAMILIES ARE FINANCIALLY STABLE

Why it matters: Children from families that are financially stable – with secure housing, safe and engaged neighborhoods, and reliable employment – can focus on developing positive social relationships and on succeeding in school. As a measure of financial stability, free-and-reduced-priced-lunch status (which is based on a family's income) matters because we see disparities on all outcomes between low-income students and their higher-income peers. School mobility matters because students who transfer frequently among schools during the school year are at greater risk for academic and behavioral problems. In fact, students who change schools frequently can end up as much as a year behind their peers and be at greater risk for dropping out of school.









2014 COMMUNITY ACHIEVEMENT DASHBOARD

State and Promise Partnership Region

This table details the current data for each of the results on our Roadmap to Success. Where the data is available, it is shown for the entire state and the Promise Districts, which combine Granite School District, Davis School District, and Park City School District.

The data is also disaggregated by low-income and minority because **there is an evident opportunity gap that needs to be seen in order to be addressed.** This data, as well as widely accepted research, show that **too often poverty is a predictor of academic performance.** However, we believe that every child, with the proper support from strong partnerships, can be successful. We are determined to overcome this dire reality by working together in an innovative way.

This data, as well as widely accepted research, show that too often poverty is a predictor of academic performance.

	STATE	GRANITE	PARK CITY	DAVIS
 KINDERGARTEN READINESS				
All Students	Not Available	62.0%	62.9%	63.0%
Low Income Students ³	Not Available	46.0%	39.0%	44.4%
Minority Students ⁴	Not Available	42.0%	43.0%	40.1%
	STATE	3 PROMISE PARTNERSHIP (PP) DISTRICTS ⁵	DIFFERENCE BETWEEN STATE & PROMISE PARTNERSHIPS	
 3RD GRADE READING				
All Students	77.1%	71.3%		-5.8%
Low Income Students	65.6%	57.0%		-8.6%
Minority Students	63.7%	57.4%		-6.3%
 8TH GRADE MATH				
All Students	37.7%	33.6%		-4.1%
Low Income Students	22.5%	16.2%		-6.3%
Minority	17.8%	14.7%		-3.1%
 HIGH SCHOOL GRADUATION				
All Students	81.0%	79.0%		-2.0%
Low Income Students	72.0%	67.3%		-4.7%
Minority Students	70.0%	67.1%		-2.9%
 COLLEGE READINESS				
All Students	25.0%	27.0%		2.0%
Low Income Students	Not Available	11.0%		Not Available
Minority Students	13.0%	10.2%		-2.8%
 COLLEGE COMPLETION				
All Students	39.3%	30.6%		Sources Not Comparable
Low Income Students	Not Available	Not Available		Not Available
Minority Students	Not Available	Not Available		Not Available
 REGULAR PLACE FOR HEALTHCARE				
All Families	80.6%	81.7%		1.1%
Low Income Families	74.8%	72.2%		-2.6%
Minority Families	64.9%	64.1%		-0.8%
 FINANCIAL STABILITY (Mobility)				
All Families	13.6%	15.9%		-2.3%
Low Income Families	16.9%	Not Available		Not Available
Minority Families	19.1%	21.4%		-2.3%

³ Low-income is defined as students that are enrolled in the Free or Reduced Lunch program or individuals that are below 185% of the federal poverty line (FPL).

⁴ Minority is defined as students or individuals who are not white/Caucasian

⁵ The Promise Districts column combines data from the three school districts where we currently work: Granite, Davis, and Park City. For Regular Place for Healthcare, this column combines data from Davis, Salt Lake, and Summit counties.

BASELINE DATA OVERVIEW AND EXPLANATION

Promise Partnerships at the school and community levels have been in place since 2011, and are showing exciting results as described on pages 13 and 14. The “baseline data” shown on pages 9 and 10 reflect the starting point for Promise Partnership work at the regional level – across multiple districts.



KINDERGARTEN READINESS

Utah lacks a statewide readiness assessment, so we report readiness with a different measure for each district. Statewide readiness data would provide all of us with better information to close the readiness gap at kindergarten entry, inform early elementary instruction, and identify effective policies, interventions, and investments for young children.

State: No statewide assessment
Granite: Kindergarten Readiness Assessment
Park City: Modified Essential Preschool Skills Assessment (EPS)
Davis: 2014 - 15 Beginning of Year (BOY) DIBELS assessment, Kindergarten



3RD GRADE READING

2013 - 14 End of Year (EOY) DIBELS assessment

State: Queried and reported by Utah State Office of Education (USOE)
Region: Pulled by each district and aggregated



8TH GRADE MATH

2014 Student Assessment of Growth and Excellence (SAGE)

State: Utah State Office of Education Data Gateway
Region: Pulled by each district and aggregated



HIGH SCHOOL GRADUATION

2013 cohort graduation rate is reported because complete 2014 data disaggregated by income status was not available at the time of publication. We will update the online version of this report with 2014 data when it is available.

State: Utah State Office of Education report
Region: Utah State Office of Education report



COLLEGE READINESS

2014 American College Test (ACT), students who met all four ACT benchmark scores

State: ACT Profile Report - Utah
Region: Pulled by each district and aggregated



COLLEGE COMPLETION

We are working toward a State measure of college completion that will be comparable to the District level measure. Here we report rates from two sources that are not directly comparable. We are also working toward completion data disaggregated by income and minority status.

State: National Student Clearinghouse Research Center, Completing College: A State-Level View of Student Attainment Rates, Six-year outcomes for students who started at four-year public institutions
Region: December 2014 StudentTracker for High Schools Aggregate Report, percent of High School class who completed a degree within six years. This rate includes Granite and Davis School Districts, but not Park City School District.



REGULAR PLACE FOR HEALTHCARE

Access to at least one personal doctor or healthcare provider (adults)

State: Utah Department of Health, 2012 and 2013 Behavioral Risk Factor Surveillance System (BRFSS) Survey (Non-adjusted Rates)
Region: Utah Department of Health, 2012 and 2013 Behavioral Risk Factor Surveillance System (BRFSS) Survey (Non-adjusted Rates)



FINANCIALLY STABLE

In this report, we use our State's official definition of mobility – the percent of students enrolled for fewer than 160 school days in a single school. There are multiple definitions of mobility, and we are in the process of evaluating the unique challenges and benefits of each and of choosing the best measure for our Partnerships. We are also in the process of securing mobility data for low income families, and will update the online version of this report once the necessary data is available.

State: Queried and reported by Utah State Office of Education
Region: Pulled by each district and aggregated

COLLECTIVE IMPACT IN ACTION

A New Way of Solving Old Problems

Working differently produces results that no single entity can achieve alone. Together, we can solve complex social problems and help every child succeed. However, overcoming the siloed systems and practices that have been ingrained over decades is hard work and requires rigor in language and in the application of the principles of Collective Impact.

The practices below summarize the behaviors of a high-quality approach to Collective Impact. They draw heavily from StriveTogether's Theory of Action, from FSG (the authors of the Collective Impact framework), and from our own experiences working together.

Common Agenda

- ✓ A partnership forms around a defined geography to help all children be healthy and successful in school and achieve financial stability
- ✓ The partnership shares accountability for every child's success
- ✓ The partnership includes school systems, religious institutions, businesses, government agencies, community organizations, parents, students, and volunteers.
- ✓ The partnership involves the community in the work

Collective Impact is about overcoming the siloed systems and practices that have been ingrained over decades.

Data-Driven Decision Making

- ✓ The partnership identifies goals, acknowledges the baseline reality, and updates the community on progress
- ✓ The partnership embraces a mindset of continuous improvement
- ✓ With parental consent and appropriate agreements, partners share student-level data to support their achievement
- ✓ The partnership disaggregates data and works to eliminate disparities

Mutually-Reinforcing Alignment

- ✓ The partnership identifies and connects existing assets
- ✓ Individual partners allocate and align resources to support every child's success
- ✓ The partnership spreads high-impact practices to reach all children
- ✓ Partners prioritize innovation, results and the needs of children over "business as usual"

Constant Communication

- ✓ Partners build the strong relationships that are the foundation of Collective Impact
- ✓ The partnership communicates a common, consistent message
- ✓ Partners share responsibility for successes and challenges

Backbone Infrastructure

- ✓ The work of convening, facilitating, and supporting the partnership is defined and adequately staffed

CRADLE TO CAREER INFRASTRUCTURE

Integrating best practice strategies for community change



STATE / SYSTEM / REGION

Promise Partnership Regional Council

What It Is: Cross-sector alignment of SYSTEMS and system LEADERS across a defined region that shares accountability and specific action to achieve specific results for all children.

Why It Matters: The intentional alignment of policies, practices, and resources across systems is necessary for change to occur and be sustained at SCALE. It also can initiate, accelerate and help sustain change efforts at the neighborhood and community levels.

Models: Strive Partnership (Cincinnati), StriveTogether



COMMUNITY

Promise Communities

What It Is: Cross-sector alignment of all efforts within a defined community to achieve specific results for all children AND transform the community.

Why It Matters: Concentrations of poverty occur in specific communities and cannot be overcome without supporting children all along the cradle-to-career pipeline AND supporting housing and community development builds a sustainable economic base.

Models: Harlem Children's Zone, Promise Neighborhoods, Purpose Built Communities



NEIGHBORHOOD

Community School

What It Is: Integration of community services and academic supports within a school or neighborhood center AND alignment of those supports to the instructional practices of the school.

Why It Matters: This is where direct impact on children and families occurs.

Models: National Center for Community Schools, Coalition for Community Schools



COLLECTIVE IMPACT

What It Is: The set of practices necessary at a neighborhood, community, and state or regional level to achieve results for all.

- Shared accountability for whole population results
- Shared data & continuous improvement process
- Mutually-reinforcing activities
- Constant communication
- Backbone support

PROMISE PARTNERSHIP BRIGHT SPOTS

Since 2011, Promise Partnerships have existed in six communities within Granite, Davis and Park City School Districts. These include:

- Promise South Salt Lake
- Promise Kearns
- Promise West Valley (Granger Elementary boundaries)
- Promise Park City
- Promise Clearfield (Wasatch Elementary boundaries)
- Promise Guadalupe Charter School

Particularly in the neighborhoods and schools within these Promise Partnerships where we have deep partnership infrastructure and where we have worked together over multiple years, we are seeing transformative community-level results on multiple outcomes.

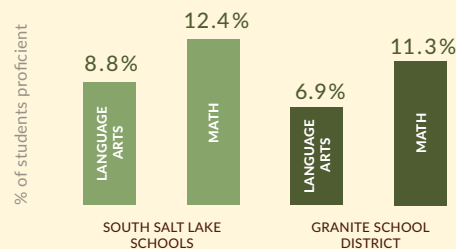
What follows represents the extraordinary work of many organizations, businesses, districts, local governments, and systems with thousands of individuals (educators, nonprofit staff, community and business leaders, volunteers, parents, and students themselves) working in a data-driven, aligned way.

This trend data differs from the baseline data in Section One. While that baseline data shows our starting point for Collective Impact work at the **regional and systems levels**, this trend data shows the transformations taking place in **schools and communities** where Collective Impact has been rigorously applied over several years.

PROMISE SOUTH SALT LAKE ACHIEVES MULTIPLE OUTCOMES FOR ALL

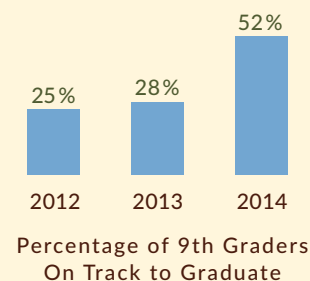
Our longest partnership with deepest infrastructure, Promise South Salt Lake and its nearly 25,000 residents are making progress on multiple measures in all schools and the entire community under the leadership of Mayor Cherie Wood. One measure of success is school grades. Annually, schools receive a grade based on a point system that measures growth and proficiency in math, language arts, and science. (High school grades also consider graduation rates and ACT scores.) Leveraging data-driven instruction and collaboration, three of South Salt Lake's four schools received better grades in 2014 than in 2013.

What's more, as shown below, English Language Learners in South Salt Lake's Elementary Schools outperformed English Language Learners across the District on the 2014 end-of-year SAGE assessment.



2014 SAGE Results for Elementary Schools

In Junior High, being on track to graduate in 9th grade is a predictor of actually graduating. At Granite Park Junior High, the percentage of students completing 9th grade on track to graduate (as measured by passing all core courses) has more than doubled since we began our current partnership in 2012.



And, since 2012 until the most recent year for which comparable data is available, the percentage of Granite Park students proficient in math doubled (according to the CRT, Utah's now retired state-mandated test). In School Year 2011-12, 27% of students were proficient, as compared to 54% in School Year 2012-13.

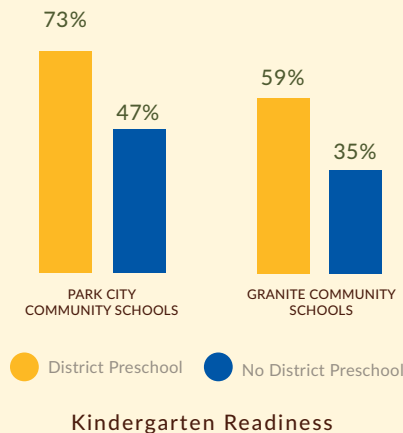
South Salt Lake's high schoolers travel miles outside of their community to attend Cottonwood High School, where we have had a Collective Impact partnership since 2013. The graduation rate for refugees at Cottonwood has been over 70% during both years of our partnership, and the graduation rate for English Language Learners increased from 48% in 2013 to 56% in 2014. The percentage of seniors completing at least one college application as part of the Utah System of Higher Education's College Application Week – a statewide initiative – went from 40% in 2013 to 71% in 2014.

Finally, gang involvement for South Salt Lake youth is on the decline. The percentage of youth involved in gangs decreased from 25.6% in 2007 to 9.7% in 2013, according to the Student Health and Risk Prevention Report.

Recently recognized by America's Promise Alliance Award as one of the 100 Best Communities for Youth in the U.S., South Salt Lake showcases how rigorous, data-driven partnership creates brighter futures for all children and families.

HIGH QUALITY PRESCHOOL PREPARES STUDENTS FOR KINDERGARTEN

Using the principles of Collective Impact, we have developed public/private partnerships to expand access to high-quality preschool across Granite and Park City School Districts (and statewide). In 2013, we launched the first-ever pay for success financing vehicle focused on expanding access to preschool for at-risk children, giving 600 at-risk three and four year-olds access to high-quality preschool. As shown below, children who attend this program have higher rates of kindergarten readiness, compared to children who do not access this specific high-quality program. Moreover, this high-quality program has been shown to reduce the achievement gap between low-income and not low-income students in language arts from 22 percent to 5 percent. In math, the program effectively eliminated the achievement gap by 3rd grade.



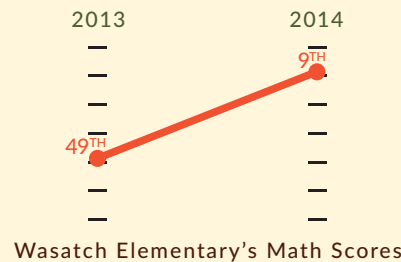
PROMISE PARTNERSHIP 3RD GRADERS MAKE TREMENDOUS GAINS

In September of 2013, 53% of 3rd graders in the 12 Promise Partnership Elementary Schools were reading on grade level (as measured by the beginning of year DIBELS assessment). By year's end, 62% of 3rd graders were reading on grade level. In Promise South Salt Lake and Promise Guadalupe – two of our longest partnerships – growth during the school year was 15% and 20% respectively.

	BEGINNING OF YEAR 9/2013	END OF YEAR 5/2014	GROWTH
ALL PROMISE PARTNERSHIPS	53%	62%	9%
PROMISE SOUTH SALT LAKE	32%	47%	15%
PROMISE GUADALUPE	36%	56%	20%

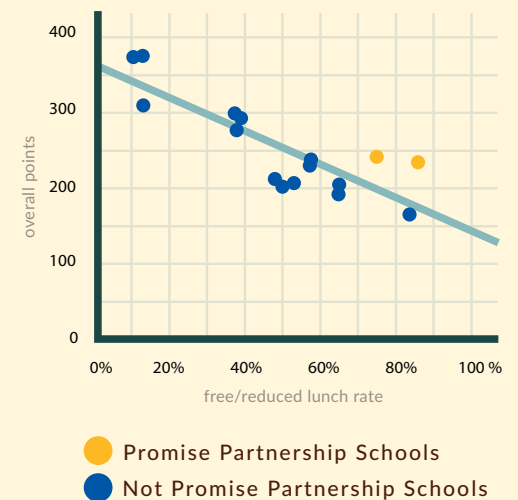
WASATCH ELEMENTARY STUDENTS SHOW GROWTH IN MATH PROFICIENCY

A measure of schools' progress toward achievement for all is growth – the extent to which students are improving in core subjects (even if they are not yet proficient). In 2013, Wasatch Elementary in Clearfield had a Math growth score that placed them 49th among the 60 schools in Davis School District. In 2014, Wasatch skyrocketed to 9th place, due to the alignment of afterschool programming with school-day instruction.



PROMISE PARTNERSHIP JUNIOR HIGH SCHOOLS PERFORM ABOVE EXPECTATIONS

The chart below shows all Granite School District Junior High Schools plotted by their Free/Reduced Price Lunch (FRPL) enrollment rate and their performance (as measured by the Utah Comprehensive Accountability System). The line shows how schools would be expected to perform based on their poverty rate. The two schools noted in yellow are outperformers and are Promise Partnership Schools in Kearns and South Salt Lake.



JOIN US!

Achieving success for all children in our communities, from cradle to career, requires diverse talents, abilities, resources, and connections. Whether you are connected to a school system, religious institution, business, public organization, or nonprofit, community, or civic organization, or a faith group – or are an individual who believes that we can do better for our neighbors and our state – we need you to join us in working differently to achieve results for all Utahns. If you are interested in helping all children succeed, from cradle to career, visit, uw.org/PromiseReport and tell us a bit about how you can help achieve results for entire communities. We will contact you to discuss involvement in a Promise Partnership or complementary collective impact effort.

We need you to join us in working differently to achieve results for all Utahns.

Jonathan's Story

At one Promise Partnership school, all sixth graders are expected to pass a math facts test each week. One student, Jonathan, had failed his test every week since the beginning of the school year.

Jonathan had also been struggling with his eyesight for a long time. Going through all the steps to get glasses – scheduling and going to a doctor's appointment, finding the right glasses, picking them up, and paying for them – is often a huge barrier for families where the parents work multiple jobs, don't have vision insurance, or don't have accessible transportation.

The academic repercussions of not being able to see in school are obvious, and low-income students are especially impacted. Schools screen students for vision problems, but the steps between diagnosing a problem and getting glasses don't always happen. For Jonathan, however, Promise Partnerships helped him get glasses by providing a mobile vision clinic that takes on-site appointments for students who had failed their school screenings. The clinic then orders the glasses and delivers them directly to the school for free, avoiding transportation, cost, and time barriers.

The day he got his glasses, Jonathan passed his math skills test with a perfect score. He said, "Before I got my glasses, I couldn't see the board even though I sit close up. Now that I have them, I can see way better."



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- Voices for Utah Children's Kids Count Report
- Prosperity 2020
- EducationFirst's Prosperity Through Education
- Governor's Education Excellence Commission
- Governor's PACE School Report Card
- Utah State Office of Education's Utah Comprehensive Accountability System
- Office of the Commissioner of Higher Education's HigherEdUtah2020
- The work of the Legislature's Education Task Force

GLOSSARY OF TERMS

ACT: American College Testing is a college entrance exam that all students in Utah take during their junior year.

Backbone: Principle of collective impact; a person or organization that convenes, facilitates, and supports a collective impact process and partnership.

Baseline Report: Annual data report created by organizations that are working together using the principles of collective impact with the purpose of drawing attention to the urgent needs in targeted communities, publicly stating the goals in those communities to which we all share accountability, and showing the data related to those goals.

Certificate: Typically, a 1-year program in a specific field that leads to entry-level employment.

Collective Impact: A rigorous set of practices used at the neighborhood, community, and state/regional level to achieve results for whole populations. In Collective Impact partnerships, individuals share accountability for current realities and for future results; share data and commit to continuously improving the way that they work; work together to design mutually-reinforcing activities; communicate openly and consistently; and invest in backbone infrastructure.

College: In this report, college is defined as formal education after high school that leads to a certificate or degree and is typically one to four years in length.

Community School: According to the Coalition for Community Schools, “A community school is both a place and a set of partnerships between the school and other community resources. Its integrated

focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities.”

Cradle-to-Career: Supporting children from birth through career to ensure their success.

DIBELS: An assessment of early literacy skills.

English Language Learner: A student who speaks a language other than English at home.

Financial Stability: Having sufficient income to meet one’s basic needs and to plan for, and accomplish, long-term financial goals. In this report, financial stability is measured in two ways: 1) by the number and percentage of low-income students in the schools where we work and 2) by school mobility (also see *low-income* and *mobility*)

Harlem Children’s Zone: A nonprofit in Harlem that serves children living in poverty with the goal “to give our kids the individualized support they need to get to and through college and become productive, self-sustaining adults.”

Regular Place for Healthcare: a clinic or doctor’s office that is regularly accessible and where patients receive preventative and acute care and are connected to more services as needed.

Kindergarten Readiness: In this report, kindergarten readiness is measured by the number and percentage of incoming kindergarteners who are proficient on the beginning of year DIBELS assessment. (also see *DIBELS*)

Low-Income: In this report, low-income is defined as students who are enrolled in the Free or Reduced Lunch program or individuals that are below 185% of the federal poverty line (FPL).

Minority: Individuals who do not identify as white or caucasian.

Mobility: In this report, students are considered mobile if they are enrolled less than 160 days in the same school.

National Center for Community Schools: Operated by The Children’s Aid Society “to build the capacity of schools, districts, community partners and government agencies to organize their human and financial resources around student success.”

Neighborhood Center: Located in schools, apartment complexes, and community centers, neighborhood centers are the hubs of the communities they serve.

Outcome: (see *result*)

Promise Neighborhoods: According to the U.S. Dept. of Education, the Promise Neighborhoods program provides funding to community organizations so that “all children and youth growing up in Promise Neighborhoods have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career.”

Promise Partnership: A cross-sector group of individuals and organizations that align their work in neighborhoods where problems are the most significant. Partners collaborate to address challenges and develop lasting solutions.

Promise Partnership Regional Council (PPRC):

A group of leaders from the business, education, philanthropic, civic, community, and state government sectors who are working to align systems, resources, and community efforts around bold, shared goals that no single organization or sector can achieve alone. The PPRC is guided by the vision that all children, regardless of their circumstances, are healthy, successful in school through college, and ultimately have a career that provides financial stability for themselves and their families.

Purpose Built Communities: A nonprofit dedicated to “transforming struggling neighborhoods into vibrant, sustainable communities where everyone has the opportunity to thrive.”

Result: In this report, result is synonymous with outcome. It refers to population-level or community-level outcomes, not program-level outcomes.

SAGE: Utah’s end-of-year academic assessment that is aligned to the state’s core standards.

StriveTogether: Supports a national network of communities working to build cradle-to-career civic infrastructure.

StriveTogether’s Theory of Action: According to StriveTogether, “a continuum of quality benchmarks called the Theory of Action for building and sustaining civic infrastructure.”

“ If you want to go fast, go alone.
If you want to go far, go together.”

-African Proverb



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